

ADHD Case Study Activity

EDCG-630

Select any student from the list below, and analyze based on the template attached.

Vincent, age 3 with ADHD

Vincent seemed to be ready to run from the moment he was born. He wiggled around in his crib, always reaching for first one object and then another, pulling at his blanket, picking at the yarn on his quilt, and crying out for mom and dad when there was nothing else for him to explore. Now that he is three years old his motor skills are very well developed and he can scamper up the ladder on the slide and across the suspension drawbridge at the playground almost faster than his dad can keep up. He can name the directions he is going, (up/down, over/under) and the destinations he is headed for (Auntie's house, playground, gymnastics, swimming, JP Licks) but is less interested in what he does when he gets there. Truthfully, he goes through his toys in the same way, looking at one for a moment or two, then noticing another that he reaches for, and then drops that one and heads for the back door that was left open. He had recently begun a half-day preschool provided by his town, and the teachers are spending these first weeks observing. His parents, both vibrant Italians, are part of an active extended family that gets together often. Most regard Vincent as very inquisitive and bright, which he might be. Some tell of how active his father was at that age, but none live with him daily and need to keep up with his constant movement and quest. Auntie hangs out at their house quite a bit during the weekend and notices how worn out his mom is becoming, and how little time Vincent sits still. She plans to speak with Vincent's dad, her brother, about finding out if Vincent is a little "too active."

Ijen, age 9 with ADHD

Ijen is the middle child of parents who have recently come to the east coast from China. Their father worked for the public transportation system in Beijing and had developed strong English skills giving information to tourists, so he easily found employment working for the T in Boston. Both parents needed to work when they arrived 5 years ago, and they missed the extended family they had left behind who could have given needed attention to their children. Ijen seemed to become lazy and not bother with her school work, which frustrated her parents greatly. Often she would forget her assignments, or her books. If she did bring home what was required she would open the book, flip through the pages that needed to be completed, make a few entries, but then move on to something else without completing her work, even if she understood the content. When she did complete an assignment, she would often leave it at home, or forget to take it from her homework folder and give it to her teacher. Her parents are convinced that Ijen is deliberately being a "bad student" to get back at them for working because she even leaves her lunch box at home after her mom gets up early to prepare something she likes to eat. Her older sister has now been charged with tutoring Ijen on the weekends. She seems able to answer questions about her social studies and science, but scores poorly on tests—even when she knew the answers the night before! Mom and dad have begun to punish Ijen by restricting her time to play outside after school and on the weekends. This is not much of a restriction since she doesn't seem to have friends anyway. And nothing seems to be helping her "change her attitude" and "pay attention" to what she knows she should do.

Jerry ADHD Age 15

Jerry is a 15 year-old boy who has attended regular education classes with resource room support for three years. His mother and father do not want him to take medication, despite suggestions from teachers and Jerry's pediatrician. Jerry used to get A's and B's. However, when he started middle school, his grades fell. Now he is a freshman in high school, and the scene is grim. He still gets B's in English, but he has C's and D's in everything else. He flunked Spanish first term

and Algebra second term. Jerry is often sent out of class because he disturbs his teachers and other students. He taps, he sings, and occasionally, he falls out of his chair. These are not new behaviors, but now that he is in high school, teachers think that they should stop.

Jerry has better luck in the resource room, where he can listen to quiet music with a head set while he works. He also likes the small group work and the teacher gives him reminders about his tapping and singing. The resource teacher helped Jerry to organize an agenda, but he forgets it a lot. When he does remember it, he ends up late for class because he stops to copy the assignments off the board when the bell rings. A couple of times, he has copied the wrong assignments and the teachers wouldn't accept them.

Jerry also has a problem getting his homework done. Well, actually, he often does his homework, but he leaves it at home or in his locker, or even forgets to print it out when he finishes it. So, he is always in trouble about that. His parents are frustrated, but they see that he spends time on his homework. He even gets excited about some of his work. He is always reading his sci-fi books. They want him to get organized. But, then, they have been after him to organize his bedroom forever. He's just a messy kid!

Sue ADHD Age 20

Sue is a 20 year-old young woman who has yet to make it through high school. She got 'kept back' when she was fifteen and has been drifting ever since. She wouldn't still be in high school, but she knows that she can't do anything that she wants to do until she gets a diploma. So, she attends a public school program for older students at night. She used to think that she would like to go to college; maybe she could become a librarian, Sue loves to read. In fact, that's the one thing she has always been really good at. Unfortunately, even reading gets her in trouble. She gets so into her books that she forgets about everything else. She can't ever get her work done and, so far, she hasn't been able to keep a job.

She is never on time, although she isn't sure why. She gets up early, and she tries to get out the door to get to work, but it just never happens. She ends up fighting with her mother because she left the bathroom a mess or about her dirty clothes that are all over her room- or she loses track of time. She is consistently fifteen minutes late for everything.

School was never fun for Sue. She always wanted to be one of the 'good' kids, but she was best at being the 'class clown'. Her teachers always told her parents what a great sense of humor she had. She could always make people laugh. Unfortunately, that doesn't go over very well most of the time once you reach high school. Her parents used to ask teachers about other options, maybe an evaluation, but they thought that Sue wasn't trying hard enough and that she wasn't motivated by school. She was such a good reader, they thought her lack of success was about effort and interest.

She has passed the ELA MCAS, and has come within two points of passing math. Over the years, her parents tried to get her help at school. Her dad says he was the same way in school. She just has to find her 'niche' in life. School people say that she needs to settle down, get organized, and stop being 'so social'. Sue laughs when they say that. She gets along with everyone, but she doesn't really have close friends. She doesn't go out on the weekends much. When she has had friends, the relationships never lasted very long. She gets bored or they get tired of her.

All in all, Sue doesn't feel like there is a lot of hope for her right now. She may never finish high school and she knows that will disappoint her parents. She also knows she's too smart to spend the rest of her life going from CVS to McDonald's working at part time jobs. She wishes there was an answer that would make her life a little easier.